

# Christ Church C of E Primary School – Special Educational Needs & Disability Policy (SEND)



<b>Date</b>	<b>Autumn 2025</b>
<b>Review Date</b>	<b>Autumn 2026</b>
<b>Designated Governor</b>	<b>C. Sharp</b>

Senior leaders and staff have constructed an engaging curriculum that supports pupils, including those with special educational needs/disabilities (SEND), to develop their knowledge across a range of subject areas. Leaders place a high priority on pupils’ mental health and well-being.

**Ofsted Feb 2023**

**What is SEND?**

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

**Code of Practice 2015**

**Aims and Objectives**

At Christ Church CE we believe that:

- All children regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum & EYFS;
- All teachers are teachers of SEND;
- To be included is to feel welcome, secure, stimulated and valued;
- Children and parents should be fully involved in their child’s education;
- All children should have equality of opportunity in all aspects of their education;
- All children should be given opportunities to meet their full potential;
- Children who experience barriers to their learning, will be supported and reasonable adjustments will be made to accommodate them;
- All children should have access to a differentiated, first hand curriculum which meets individual needs;
- All children, staff, families and stakeholder should be part of the Christ Church CE Primary family and adapt our inclusive ethos.
- That children with SEND and/or a disability should not be treated less favourably;

**Named Staff**

The Executive Head Teacher	Paula Warding
The Head of School	Anthony Harris
SEND Coordinator (SENDCO)	Charlene Skeels
SEND Governor	Christine Sharp

**Implementing a Graduated Response Model**

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In accordance with the SEND Code of Practice we use a graduated approach to identifying, assessing and providing for children with SEND and we aim to identify children as early as possible. This approach recognises that there is a continuum of need and that in some cases external, specialist expertise may be called upon to assist with the difficulties that a child may be experiencing.

## Initial Concerns

Class teacher has a concern about a child. A log is kept and this evidence is shared with the SENDCO after six weeks. If the concern still exists and evidence is thorough, the child will be placed at the initial concern stage on the register of additional need.

## Band A

When a class teacher identifies that a pupil has an additional need, the class teacher provides interventions additional to or different from those provided as part of the school's usual adapted curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an adapted curriculum. Class Teachers, the SENDCO and SLT are responsible for deploying LSA support effectively to support the need.
- Phase Leaders will take the lead in:
  - Planning future interventions for the child in discussion with colleagues;
  - Tracking intervention on Insight
  - Monitoring and reviewing the action taken.
- SENDCO will take the lead in:
  - Any further assessment of the child;
  - Completing referrals to external services
  - Liaising with services and parents/carers with next steps

## Band B

- SENDCO and class teacher, in consultation with parents, ask for help from external agencies
- Class teacher and SENDCO are provided with advice or support from outside specialists
- Additional or different strategies to those at Band A are put in place. An ILP will be devised with smart targets. All targets should, be achievable in a term and these are amended to reflect progress as the term progresses.
- Phase Leaders will take the lead in:
  - Ensuring provision and intervention is being delivered, considering staffing within their phase.
  - Tracking intervention on Insight
- SENDCO will take the lead in:
  - Logging reports on CPOMS and ensuring it is shared with relevant staff
  - Completing any further referrals and arranging reviews
  - Ensuring advice given from external agencies is taken on and evidenced in the ILP;

## Band C (Band C – G + Special Band)

In a small number of cases it may be appropriate for school to work with parents to submit a request for a Needs Based Assessment. This process is done via [EHC Hub](#) and asks the LA to consider if this child meets the two legal tests needed for an EHCP Needs Assessment, as per Code

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of Practice. If agreed, a statutory assessment will take place and the LA will decide if more support above SEND Support is needed. This is called an Education, Health and Care Plan (EHCP)

## **Quality First Teaching**

At Christ Church we have identified a number of vulnerable populations, of which SEND is one. We strive to ensure that all of these groups of children reach their full potential and employ specific strategies to help them achieve and to remove the barriers to their learning shown below. We also pay due regard to the recommendations made in the Salford LA **Guidance for Practitioners** Documents (see Appendix 1 & 2).

## Dyslexia Awareness

- We have the Dyslexia Friendly Kitemark;
- Dyslexia Friendly (DF) Walkthroughs termly;
- All staff trained on DF approaches and practise;
- All Year 3 children and new arrivals screened;
- DF Resources available in Years 3-6
- Cream paper used for all purposes, including parental letters;
- School environment is DF;
- Information evening and assembly to raise awareness.

## Cared For Children (CFC)

- Cared for Children (CFC) Policy;
- PEPS;
- Head Teacher Designated Person;
- Children and Families Officer in place;
- Cared for Child (CFC) Register;
- Welfare Forms completed by Class Teacher and Children and Families Officer for every review;
- SIMS & CPOMS Welfare Records;
- Place 2 Be Counselling Service
- Play Therapist

## SEND

- Experienced SENDCO in post;
- SEND Register & Provision Map;
- SEMH Resource The Acorn
- LSA's assigned to need, not classes;
- Children with SEND, are identified on Achievement for All Progress Grids termly and the same expectation as non-SEND pupils.
- Educational Psychologist Carla Tomlinson, SLA for 3 pieces of work per term.
- NHS Buy-In SALT screening for Reception cohorts, TALC interventions in place.
- WELLCOM in place in Nursery .

## What is Quality First Teaching at Christ Church?

## Vulnerable Children (VC)

- Executive Head Teacher is the DSL, Head of School, Children and Families Officers and SENDCO are Deputy DSLs
- Safeguarding Policy;
- Full time Children and Families Officer;
- Early Help Workers, THRIVE in Education School, Place 2Be, Attendance Officers, CAMHS working closely with school;
- Attendance Policy;
- Attendance Panel Meeting with Children and Families Officer and Attendance Officers
- CPOMS Welfare Records
- Place2B3 Counselling service on site 2 days a week.

## Medical

- Register of children with medical conditions;
- Asthma Policy/Boxes;
- Medical Conditions Policy;
- Liaison with School Nursing Team & Health Visitor Team;
- 11 First Aiders, Accident reporting system is Medical Tracker;
- Administering Medication reported on Medical Tracker;
- Asthma policy in place inline with Salford guidance.
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## English as an Additional & Second Language (EAL/ESL)

- Race, Equality & Cultural Diversity Policy;
- EMTAS support with initial assessments and on-going input;

**Interventions and Resources to support children with SEND**

**Communication & Interaction (C&I)**

- NHS Speech & Language Therapist in school half termly, SLA with NHS
- All Reception children TALC assessed; Buy in SALT Service half termly.
- Speech & Language referrals to NHS completed;
- Good relationship with Learning Support Service for ASC and social comms.
- Language rich learning environments;
- Visual prompts and scaffolds used
- SALT LSA trained in WELLCOM, LSAs deliver this intervention 2 x weekly. This is used to track Nursery cohort SALT.

**Sensory/Physical Needs (S&P)**

- Sensory room used consistently for pupils with identified needs;
- Nursery, Reception, Years 1, 2, 3 and The Acorn accessible to all.
- Disabled toilet available with 'walk up' changing unit;
- First hand learning experiences offered to all children;
- Multi-Sensory resources;
- Health and safety signs are reflective;
- Fire alarm sounds and lights flash;
- Ramp access to Office and Foyer.
- Staff in key year groups trained on diabetic and haemophilia careplans.
- All staff completed Tier 1 Ashtma Training

**Social, Emotional and Mental Health**

- Our Partnership are the only schools in Salford who have achieved the Nurture UK Award.
- Relationship & Behaviour Policy that focuses on positive and learning.
- Positive Reinforcements and restorative practices are used to unpick presentation and difficulties.
- Pastoral Care is a whole school ethos; Place 2Be 2 days per week
- Silver Accredited Emotionally Friendly Schools Award in 2023
- CAMHS I-Reach and Play Therapist on site 0.5 days per week, working 1-1 with children.
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**Cognitive & Learning Needs (C&L)**

- Interventions and quality first teaching strategies used;
- English, Maths and Vocabulary Pre and Post Teach groups
- Read, Write, Inc Phonics;
- SEND adaptation in class, identified on planning;
- Multi-Sensory teaching strategies;
- LSS complete cognition and learning assessments and reviews via referral;
- Referrals to external agencies and for statutory assessment
- Dyslexia Friendly practise used in classrooms.
- Working relationship with LSS who support via referral with children with moderate and severe learning needs.
- GL Dyslexia Screener used for all Pupils in Year 3 and children new to school from Year 4.

**How is SEND supported at Christ Church?**

Commitment to effective staff deployment. LSA's deployed to support in class and interventions

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## Transition

For pupils who hold an EHCP, preparation for transition and an annual transition review will be held every year and as children move from Phase to Phase.

Phases are organised as follows:

- Early Years – Nursery, Reception, Year 1 and Year 2 (Assistant Headteacher Amy Eckersley)
- Years 3, 4, 5 and 6 (Assistant Headteacher – Mrs Vicky Magee)
- Years 5 and 6 (Phase Leader – Mrs Angela Bleasdale)
- The Acorn (ERP Phase Leader -Trudie Ottiwell)

## Role of the SENDCO

- Overseeing the day-to-day operation of the school's SEND policy;
- Working with Deputy Head and Assistant Heads to co-ordinate provision for children with SEND;
- Liaising with the Designated Teacher where a cared for pupil has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parent/carers of pupils with SEND;  
Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Termly Service Planning Meetings and reviews
- Completing referrals to external services
- Liaising with potential next providers of education to ensure a pupil and their parents/cares are informed about options and a smooth transition is planned;
- Working with the Head of School, Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date;
- Initiate and conduct annual statutory review meetings.

## Continued Professional Development (CPD)

The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. This academic year we are focusing on and adaptive teaching and using PIVATS to track pupils who are working well below their expected levels and needs monitoring via small steps and clear next steps.

## School's Complaints Procedure

Please refer to the school's Complaints Policy.

## Supplementary Information

Please refer to this policy alongside the following appendices:

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- Admissions & Exclusions Policy
- Relationships and Behaviour Policy
- Safeguarding Policy
- Medical Conditions Policy
- Intimate Care Policy

## Acronyms

**SEND** – Special Educational Needs and Disabilities

**SENDCo** – Special Educational Needs and Disabilities Coordinator

**SLT** – Senior Leadership Team

**LSA** – Learning Support Assistant

**EP** – Educational Psychologist

**LSS** – Learning Support Service

**SALT** – Speech and Language Therapist

**PIT** – Primary Inclusion Team

**VI** – Visual Impairment

**HI** – Hearing Impairment

**ACE** – Autism Communication Education

**TALC** – Test of Abstract Language and Comprehension

**RWI** – Read, Write, Inc Phonics

**EMTAS** – Ethnic Minority Traveller and Achievement Service